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ABSTRACT

Developed by Lord Fairfax Community College's (LFCC's) College Teaching Center (CTC), this manual presents information on the center's resources and services for college teachers and support staff. First, a schematic plan for the CTC lists resources available for the study of college teaching, student development support, college teaching action research, and clinical instructional development referrals. After a discussion of the uses of the CTC and an outline of the activities of its chairperson, staff development activities projected for 1981-83 are enumerated, including teaching and learning workshops, career consultations, college clubs, recreational groups, and instructional clinics. Next, an annotated, selected bibliography on college teaching is presented, followed by lists of the materials available at the CTC including tools for the assessment and evaluation of college courses and teaching practices; special resources on education and instructional development; filmstrip programs on curriculum and instruction and educational technology; audio-cassette tapes on developmental/remedial studies; and films and videotapes on college teaching techniques and problems. Information on the CTC's new computer search service and its recently acquired microcomputer is followed by a bibliography of the educational materials available at the center. Finally, the faculty and staff development policy at LFCC is stated. (HB)

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COLLEGE TEACHING CENTER

INVENTORY OF RESOURCES AND SERVICES

Fourth Edition

U.S. DEPARTMENT OF EDUCATION
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LORD FAIRFAX COMMUNITY COLLEGE

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JANUARY 1982

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COLLEGE TEACHING CENTER

INVENTORY OF RESOURCES AND SERVICES

Harold G. McMullen, et al

LORD FAIRFAX COMMUNITY COLLEGE

JANUARY 1982

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PREFACE TO THE FOURTH EDITION

Lord Fairfax Community College has historically assigned a high priority to allocating resources and services in support of college teaching and staff development. The continued growth of the College Teaching Center expresses this emphasis for the 1980s. A Council of faculty and staff members is directing the affairs of the CTC. Each member of the Council is available for help and consultation.

The College Teaching Center upgrades and integrates earlier efforts of the 1970s with additional staff services and resources at a centralized location within the Learning Resources Center. A Schematic Plan for the College Teaching Center is displayed on page 1 of this publication. A brief characterization of the functions of the Center follows on page 2. Taken together, these serve as a guide for faculty, staff, administrators, and other users.

College teachers, as a practitioner group, are becoming more accustomed to applying research findings to their routine instructional practices as these varied strategies become more widely disseminated by media. The current transition from the ephemeral to the more pragmatic "what-to-do" and "how-to-do-it" literature on college instruction motivates the teaching center approach. These developments indicate that the companion processes of specialization and professionalization are in progress. College teaching is becoming less amateurish!

Above all, the College Teaching Center is committed to serving the college teacher, whether novice or experienced veteran, as an individual practitioner on a voluntary basis within an institutional setting. We hope to help faculty overcome the limitations of classroom isolation while enhancing the positive aspects of autonomy characteristic of the colege teaching tradition.

This manual includes the college's current inventory of print and non-print media titles available to persons interested in establishing, maintaining, and improving their knowledge and skill as college teachers or support staff. Both the complexity of the college teaching tasks and the availability of a body of training materials appear to have reached levels undreamed of in the field of adult education a brief decade ago. For most of us, even fairly recent pre-service training, advanced studies in education, and our most cherished career experiences have been rendered partially obsolete by the transitional status of higher education today.

American community colleges are rightfully described as the most instruction-centered organizations within higher education. A consequence of the instructional priority of the community college is that a high percentage of the media of in-service staff development is devoted to instruction. Many of the materials available are in the self-instructional mode and often exemplify the principles of individually paced learning conjoined with multi-media packages sometimes prescribed by us for our students. This

is compatible with our efforts to individualize staff development and support services at Lord Fairfax to a much greater extent than is generally found in common practice. I believe that the College Teaching Center's resources and services described on the following pages convincingly maintains our institution's position within the leading-edge group of two-year colleges devoted to realizing instructional excellence as a continuing goal. The Schematic Plan and listing of staff development program priorities are indicators of the continuing development of the CTC as one means of institutional renewal.

The selective use of these resources and services by each individual member of the college faculty and staff is our way of improving college services. Thus, the College Teaching Center is intimately linked to the college's priority public service mission: INSTRUCTION. A pluralistic staff development program tailored to individuals is our strategy. We are not an example of the old "forced march" approach to staff development.

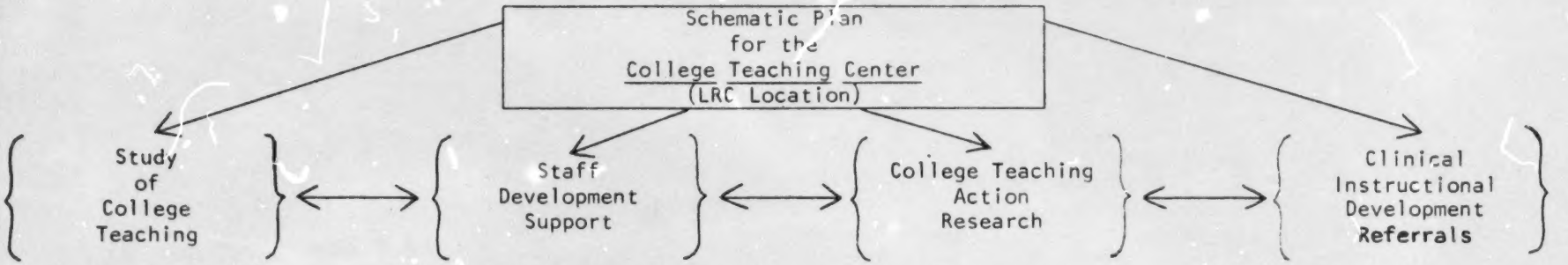
All of the books and other media listed here are shelved at the College Teaching Center for convenient reference. The staff of the Center is fully prepared and equipped to facilitate individual or group uses of these media and to provide action research services and referrals. Our contact with external organizations and consultants further strengthens the program.

Appreciation for fine staff support in the preparation and editing of this fourth edition is extended to: Pavey L. Hoke, William L. Harrison, Sharan J. Hill, Joyce Earhart, Penny Harris, Alice Seabright, and Arlene Keifer of the LRC, and Shirley B. Stedman of my office. Prof. Anne Legge's leadership as chair of the CTC Council has proven invaluable and the co-operative efforts of the Council members are deeply appreciated.

Your evaluations of the College Teaching Center and recommendations for additional media and services are invited.

Hal McMullen
Dean of Instruction
November 2, 1981

LORD FAIRFAX COMMUNITY COLLEGE
Middletown, Va.



--Current Periodicals Collection

--In-Service Training Films, Video & Audio Tapes

--Directed Internships (P) or Externships

--Adult Development & Learning Seminar

--Holistic Teaching Seminar

--CAEL Experiential Learning Workshops

--University Liaison

--Mini-Grants for Travel, Tuition, & Development Projects

--Consortium Affiliations (P)

--Orientations for New & Adjunct Faculty

--Handbooks

--Consultant Referrals

--Proposal Design (P)

--Workshop and Seminar Planning & Referrals

--Conference Planning & Referrals to External Conferences

--Reference Materials and Liaison Affiliations on Staff Development

--Visitations & External College Tours (P)

--Assistance in Preparing Research, Reports, Articles, & Community Service Presentations

--Personal Fitness & Health

--College Teaching Staff Researcher

--Computer SEARCH Services by Staff

--Staff Service Supporting Faculty Teaching Research

--Current Inventory of Subject Area Media Available

--Acquisition of Desk Copies of Books, Manuals, Texts, Course Outlines, Syllabi, & Media for Instruction in all subject matter fields

--Text Readability Level Assessment Service

--Needs Survey Development

--Educational Technology

--Instructional Clinic (Group) Sessions Arranged

--Journal Club

--Individualized Clinical Services (Personalized)

--Instructional Design

--Micro-Teaching

--Observations (P)

--Case Study

--Testing (P)

--Assessment & Evaluation of Teaching & Learning (P)

--Study of Clinical Instructional Development Practices in External College Settings

--Career & Personal Development Advisement (P)

(P) Indicates support services requiring Professional help arranged through the Office of the Dean of Instruction with help from CTC Council & Staff members.

Office of the Dean of Instruction
November 2, 1981

Using The

COLLEGE TEACHING CENTER

The College Teaching Center at Lord Fairfax Community College exists exclusively as a means of supporting the work of college teachers. An abbreviated summary illustrating the supporting functions of the Center is shown in the Schematic Plan for the College Teaching Center on the preceding page.

Four primary categories of Center services and resources are identified. These are:

--Study of College Teaching
--Faculty Development Support
--College Teaching Action Research
--Clinical Instructional Development

Users will find all of the resources and services available at or through the College Teaching Center. The Center is located within the college's Learning Resources Center and operates under the same time schedule. Most services are ordinarily avaiable from staff members within the LRC. The reference collection is located in the special location for faculty convenience.

However, some of the services and process activities listed in the Schematic Plan will require professional help provided or arranged by the Dean of Instruction. Many requests are referred to specialists. Services requiring this help are listed with a (P) indicator.

College faculty are encouraged to use the Center freely and frequently. We are hopeful that the development of the College Teaching Center will enhance and enrich the career of each member of our faculty in diverse ways. (HGM)

COLLEGE TEACHING CENTER STAFF

Prof. Sharan J. Hill	College Teaching Researcher
Mrs. Joyce E. Earhart	Shared-time CTC Reference Assistant
Ms. Alice L. Seabright	Shared-time CTC Computer Search Assistant

THE COLLEGE TEACHING CENTER COUNCIL
--A MESSAGE FROM THE CHAIRMAN

The College Teaching Center Council is made up of approximately a dozen faculty and staff members who are dedicated to promoting excellence in teaching at Lord Fairfax Community College because we believe that no goal is more important to the effectiveness of the institution. We are building a useful and accessible collection of materials and media in the CTC nook of the Learning Resources Center, and we plan and direct a variety of activities supporting college teaching improvement.

We feel that 1980-81 has been a productive year. Quarterly we sponsored a week of nightly "Helpings" for evening faculty, serving up a short practical program along with dessert and an opportunity for interaction. In addition to increased staff and research services, we established a journal club which meets monthly over lunch to review and discuss articles in the professional literature. We organized a visit to our campus by a delegation from Hagerstown Junior College and a reciprocal visit by LFCC personnel to the Hagerstown facility. Additionally, we sponsored a potpourri of faculty forums: Dr. Jerome Friga reviewed John Roueche's Holistic Literacy in College Teaching; the English department explained the conference method of teaching composition and the department placement and exit procedures; Dr. Patricia Bellace and Dr. Friga discussed their National Endowment for the Humanities grant project; and Professor William Brabson explained the "Power Matrix" approach to evaluating course objectives. At the final 1981 Honors Convocation the Council presented certificates in recognition of contributions to excellence in college teaching to Dr. Patricia Bellace, Dr. Jerome Friga, and Dr. Joseph Hoffman for their work on the NEH grant project on general education.

The current CTC Council includes the following members for 1981-82:

NAME	DIVISION	EXTENSION
Mr. Douglas M. Barrick	Financial and Administrative Services	200
Prof. William E. Brabson	Arts and Sciences	242
Prof. Felicia L. Cogan	Arts and Sciences	267
Prof. Richard E. Dovell	Agricultural and Natural Resources Technology	230
Prof. Maurice J. Duffey	Business Technology	226
Mrs. Joyce E. Farhart	Learning Resources	260
Mr. Charles A. Haines	Building and Grounds	246
Prof. Sharan J. Hill	Extended Learning	274
Mrs. Arlene L. Keifer	Learning Resources/Bus. Tech.	235
Prof. Anne L. Legge	Arts and Sciences	268
Prof. Andrea K. Ludwick	Arts and Sciences	269
Dr. Harold G. McMullen	Dean of Instruction	209
Prof. Steven A. Mullins	Engineering, Industrial, and Public Service Technology	255
Ms. Julia K. Richardson	Student Services	228
Ms. Alice L. Seabright	Learning Resources	235
Prof. Gary L. Tusing	Business Technology	264

We of the CTC Council would like to stress that "teaching" is literally our middle name and that we exist to help you. Please bring your suggestions and your requests for help to any Council member--we will do our very best to give you the assistance that you need.

Anne L. Legge
Chairman, College Teaching Council

GREETINGS FROM THE COLLEGE TEACHING RESEARCHER

In my capacity as a staff member of the College Teaching Center at Lord Fairfax, I would like to stress the services incumbent with my role as College Teaching Reseacher. During each academic year, instructors have a need to locate information or discover solutions and answers to questions that arise pertaining to effective college teaching. Inquiries may concern methods of instruction or may be stimulated by interaction with students and/or colleagues. It is paramount within the function of the college teaching researcher to assist in the search, obtainment, and utilization of the most recent data on topics of interest to the Lord Fairfax Community College faculty. This task is viewed as central to our most basic assignment: to offer quality instruction and support systems to our students.

I welcome the opportunity to assist you in this effort in any way possible. Periodically I will be seeking requests from faculty, administration, and staff on appropriate research topics. I would urge each of you, however,to utilize the unique capabilities of the CTC staff and express your research needs as they arise.

Please remember that the CTC staff exists in order that your role as a college teaching professional may be maximized and fully realized. If I may be of assistance to you as we all strive toward serving our Lord Fairfax constituents, I will be more than happy to do so.

Best regards are extended for a fulfilling and actualizing year.

Sharan J. Hill
College Teaching Researcher
August 19, 1981

COLLEGE TEACHING CENTER

PROJECTED STAFF DEVELOPMENT ACTIVITIES

1981-1983

Program Activity	Date(s)
1. FACULTY "POWER-MATRIX" WORKSHOP A three-hour training workshop for college teachers and others interested in learning to apply the "Power-Matrix" as a means of estimating the educational power of college courses and shorter units of instruction--Dr. Ron McKeen, Virginia Tech - Consultant.	September 2, 1981
2. ADULT DEVELOPMENT WORKSHOP A series of at least two one-day workshops designed for college faculty and others interested in updating knowledge and applied skills related to recent theory and practices in adult development and learning. Possible workshop presenters: Harold L. Hodgkinson, K. Patricia Cross, Rita Preszler Weathersby, Arthur W. Chickering, William Perry. Reference: Adult Development: Implications for Higher Education, Rita Preszler Weathersby and Jill Mattuck Tarule (1980), will be provided.	1981-1983 Annually As Scheduled
3. FACULTY AND STAFF CAREER CONSULTATIONS A cohort of LFCC faculty, staff, and administrators seeking to clarify, define, and possibly redirect personal occupational goals and expectations with the assistance of selected consultants identified by the members of the group.	Continuous Scheduling Upon Request
4. ADULT DEVELOPMENT SEMINAR An informal study group designed for faculty, staff, and administrators interested in broadening their knowledge and understandings of adult development and learning through selected readings and discussion. Group size will be limited to twelve (12) participants and time and location of occupational seminar sessions will be determined by the members of the group. Reference: Adults as Learners, K. Patricia Cross (1981), will be provided.	Winter Quarter, 1982
5. HOLISTIC COLLEGE TEACHING SEMINAR An informal study group designed for faculty, staff, and administrators interested in broadening their knowledge and understandings leading to a "holistic" perspective on college teaching through selected readings and discussion. Group size will be limited to twelve (12) participants and time and location of seminar sessions will be determined by the members of the group. References: Holistic Literacy in College Teaching, John E. Roueche and Oscar G. Mink (1980); and Instructional Techniques in Higher Education, Robert B. Kozma, Lawrence W. Belle, George W. Williams (1978).	Spring Quarter, 1982

Program Activity	Date(s)
6. EXPERIENTIAL LEARNING WORKSHOP (CAEL) A series of specialized training workshops for faculty and others concerned with the theory and practice of non-traditional modes of adult education within the community college setting. The workshops will be co-sponsored by the Council for the Advancement of Experiential Learning. One special emphasis will be placed upon preparing college teachers for participation in student "portfolio development" as one means of crediting adult prior learning under the college's Extended Learning policies and procedures. Materials will be provided as plans are completed through the Extended Learning Committee.	1981-1982 (1) Oct. 22-23 at PVCC (2) LFCC will host a CAEL Workshop during Spring 1982 (TBA)
7. COLLEGE INTERVISITATION COHORT A small group of college faculty, staff, and administrators interested in upgrading competencies and interpersonal peer relationships through selective intervisitations with peers at other colleges, agencies, or industries. Arrangements and limited funding will be provided for a schedule of one-day drive-in intervisitations to be arranged through the initiative of the participants. A sequence of intervisitations would be conducted on a quarterly basis.	Fall, Winter, Spring 1981-1982 Scheduled Quarterly Upon Request
8. LEFT & RIGHT BRAIN HEMISPHERE WORKSHOP A three-hour training workshop for college teachers and others interested in human brain hemisphere research findings and implications for instructional practice and adult learning. Dr. Ron McKeen, Virginia Tech - Consultant.	November 24, 1981
9. JOURNAL CLUB An informal study group designed for faculty, staff, and administrators keeping abreast of current developments in higher education through presentation and discussion of articles selected from professional journals.	Scheduled Monthly
10. COLLEGE TEACHING MEDIA CLUB An informal study group designed for faculty, staff, and administrators keeping abreast of current developments in higher education through audio-visual media such as films, filmstrips, videotapes, cassettes and other media. The group will select, order, review, and discuss media of use to college teachers.	Scheduled Quarterly By A-V Services
11. STAFF DEVELOPMENT SPEAKER'S SERIES An informational series of speakers, ordinarily invited from within the college region, who will provide faculty, staff, and administrators an opportunity to hear and discuss ideas of current importance to the college community and the Lord Fairfax region.	Scheduled Monthly Upon Request

Program Activity	Date(s)
12. STAFF FITNESS & RECREATION COHORT A continuing group of LFCC personnel participating in physical fitness, health improvement, occupational stress management, and recreational activities. Where possible, campus facilities such as the LFCC "Fitness Trail" and track are utilized. External resources and specialists will be selected by the group. Overall personal "wellness," both on and off the job, will be emphasized.	Continuous
13. FACULTY FORUM A continuing opportunity for faculty and others to air ideas of academic interest to the community college will be scheduled on an occasional basis. The emphasis is on free and creative expression in a collegial setting.	Scheduled Upon Request
14. ADJUNCT FACULTY HELPINGS A series of brief "helpings" designed to assist part-time faculty of the college will be scheduled on an occasional basis. The emphasis is on maintaining supportive services to the adjunct faculty member.	Scheduled Quarterly
15. INSTRUCTIONAL CLINIC A series of help-giving & help-receiving small group sessions designed to assist college teachers to improve practices on a problem-solving basis will be scheduled at the request of any faculty member. Clinics include assistance with course planning and design, selecting instructional methods and media, classroom management, testing and grading student performance, and course evaluation techniques. Course visitations, observation, using videotaped micro-teaching procedures, and referrals to third party college teaching specialists are among the clinical activities used. Procedures for peer assistance are emphasized.	Scheduled Upon Request
16. PERSONALIZED STAFF DEVELOPMENT PLANNING WORKSHOP A series of brief small group sessions designed to assist LFCC faculty, staff, and administrators to personally benefit from the college's staff development program. Members of the CTC Council give help on applying for credit and non-credit subsidies under the Policy. Employee questions concerning staff development plans will be answered during these scheduled short workshops.	Scheduled Quarterly
17. HELPING STUDENTS CHANGE A comprehensive training workshop which will help educators develop and expand their abilities to counsel students who are academically ineffective. Participants in this workshop will learn to use a set of procedures to help students change ineffective habits.	Scheduled Upon Request

Program Activity	Date(s)
18. COLLEGE TEACHING AND THE DEVELOPMENT OF REASONING WORKSHOP A two-day workshop that deals with Piaget's theory of cognitive development, its relevance to college teaching, and strategies for effectively encompassing these ideas into classroom instruction. The workshop includes participant analysis of reasoning skills, film and videotape portrayals of levels of reasoning, sample classroom demonstrations, analysis of educational materials, and substantial reading of relevant articles.	Scheduled Upon Request
19. WORKSHOP ON BASIC COMPUTING ON THE MICROCOMPUTER A hands-on course teaching the basics of programming on the TRS-80 microcomputer recently acquired by the college. Learning to write and adapt simple programs for any subject. Intended for interested faculty, staff, and administrators who can practice weekly in Learning Lab at scheduled hours between sessions. (Only those who can practice will be able to benefit fully.) Instructor will also be available for questions by telephone between sessions.	Approximately ten weekly two-hour sessions from 3:30 on Thursdays or Fridays (not yet determined)
20. OVERVIEW OF THE MICROCOMPUTER, ITS APPLICATIONS AND POTENTIAL FOR INSTRUCTION A one-time two-hour workshop, combining lecture and demonstrations with question-and-answer session. Intended for all interested faculty, staff, and administrators. A discussion of the applications of the microcomputer and its attraction for students. The consultant will demonstrate possible instructional applications to current Lord Fairfax courses in response to faculty's questions. Not intended to instruct in operation, but rather to stimulate the production of ideas and plans for the future, and to raise our level of "computer literacy" and awareness.	One Session Scheduled Fall 1981 By A-V Services & Learning Lab

"A BAKER'S DOZEN"

SELECTED READINGS
ON
FUNDAMENTALS OF COLLEGE TEACHING

Both the quantity and quality of descriptive information on college teaching improved dramatically during recent years. I have selected a few of these for special recommendation.

The following titles represent faculty training materials believed to be most useful to contemporary active college instructors. These materials are available to faculty from the College Teaching Center. Personal use desk copies may also be supplied upon request. (HGM)

ANNOTATED AND SELECTED BIBLIOGRAPHY

1. Kenneth E. Eble, THE CRAFT OF TEACHING: A Guide to Mastering the Professor's Art, Jossey-Bass, 1976, 171 pp. - The most popular of the "new" guides prepared to orient the novice college professor. Confronts the lore of college teaching and attempts to advise means to improve instructional practices. Recommended as a helpful "first" reader for the newcomer.

2. John E. Rouche and Oscar G. Mink, HOLISTIC LITERACY IN COLLEGE TEACHING, Media Systems Corporation, 1980, 99 pp. - A challenging proposal for redirecting the focus of community college programs toward a more complete model of adult learner development. Strongly recommended.

3. Ohmer Milton & Associates, ON COLLEGE TEACHING, Jossey-Bass, 1978, 381 pp. - The best sourcebook on describing traditional and non-traditional instructional strategies for college teachers. Strongly recommended as a guide to contemporary practices.

4. Wilbert J. McKeachie, TEACHING TIPS: A Guidebook for the Beginning College Teacher, D. C. Heath, 1969, 239 pp. - The classic guide for beginning college teachers over the past three decades. Probably used by more college professors than any combination of other references. Still recommended for the novice.

5. Norman E. Gronlund, MEASUREMENT & EVALUATION IN TEACHING, Third Edition, Macmillan Publishing Company, 1976, 536 pp. - The very best applied reference on testing available to teachers today! Excellent guide to uses of standardized and classroom tests based upon educational goals and instructional objectives. Indispensable guide to a critical area of teaching practice. Desk copy use recommended for all.

6. Arthur M. Cohen, OBJECTIVES FOR COLLEGE COURSES, Glencoe Press, 1970, 140 pp. - A popular basic guide aimed specifically toward college instruction. Very useful as a start-up training package for systematic

college instruction prepared by the Director of the ERIC Clearinghouse for Community Colleges and one of the nation's leading pioneers in specialized preparation for community college instructors. For the beginner.

7. James Popham and Eva L. Baker, SYSTEMATIC INSTRUCTION, Prentice-Hall, 1970, 160 pp. - One of the most comprehensive summaries available on the theoretical and practical underpinnings of instruction for teachers in all fields and levels. This volume represents a basic synthesis of the many additional specialized faculty training materials produced by the two authors who are among the nation's most influential sources of contemporary teacher training materials. This is their start-up volume and forms the basis for the self-instructional VIMCET filmstrip tape programs in the College Teaching Center. For the beginner.

8. Robert F. Mager, PREPARING INSTRUCTIONAL OBJECTIVES, Fearon Publishers, 1962, 60 pp. - Probably the most influential single volume on instruction in use during the past two decades. A completely criterion referenced instance of programmed instruction for "teachers and student teachers.... ....for anyone interested in transmitting knowledge and skills to others." Generally considered to be the forerunner of the increasing volume of training materials on systematic instruction and assumed to be a part of the competency repertoire of most teachers trained since the 1950s. Essential skills development for course designers.

9. Robert J. Armstrong, et al., THE DEVELOPMENT AND EVALUATION OF BEHAVIORAL OBJECTIVES, Wadsworth, 1970, 93 pp. - A useful self-instructional programmed text, with unit criterion tests, aimed at providing educators with the conceptual skills necessary for design and improvement of instruction. The basic conceptual skills necessary for the analysis and classification of cognitive, affective, and psycho-motor learning outcomes is very easily achieved through this resource. Those interested in acquiring skill in the taxonomic classification and analysis of instructional outcomes will find that this little volume deserves more widespread acclaim from the field than it has received. Follows Bloom's Taxonomy of Educational Objectives. Essential skills development for course designers.

10. Martin R. Wong and John D. Raulerson, A GUIDE TO SYSTEMATIC INSTRUCTIONAL DESIGN, Educational Technology Publications, 1974, 81 pp. - A workbook for instructors desiring a step-by-step applied learning of basic principles of instructional design. The workbook includes useful generalizations from learning theory, a model for establishing a systematic curriculum within conventional teaching practices, a practical discussion of considerations for selecting instructional methods and media, conceptual design models, flow charts, instructor planning worksheets applicable to any field and level of instruction, and some basic concepts of evaluation. A brief down-to-earth discussion of criterion-referenced versus norm-referenced styles of student performance evaluation is worth the price of admission.

11. Robert B. Kozma, Lawrence W. Belle, and George W. Williams, INSTRUCTIONAL TECHNIQUES IN HIGHER EDUCATION, Educational Technology Publications, Inc., 1978, 419 pp. - An excellent guide to college instructional strategies from a systematic approach. Includes useful formats for analyzing college learning environments and deciding upon instructional techniques.

12. Benjamin S. Bloom, et al., HANDBOOK OF FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING, McGraw-Hill, 1971, 905 pp. - A classic handbook for teachers on the "state of the art" of evaluating student learning within the context of The Taxonomy of Educational Objectives popularized earlier by Bloom and his associates. Includes extensive examples of applications and evaluation system modeling.

13. William H. Berquist & Steven R. Phillips, A HANDBOOK FOR FACULTY DEVELOPMENT, Council for the Advancement of Small Colleges, 1975, 306 pp. - (Vol. I & II) - An important handbook designed to assist in the improvement of college teaching and learning by presenting both theoretical guidelines and practical suggestions of significance to all who are involved in college instructional development. Topics include faculty teaching styles, student learning styles, instructional evaluation systems, classroom observation and diagnosis, educational methods and technologies, personal development of college faculty, group processes facilitating instructional development within college organizations, and the design and implementation of practical faculty development programs. The workbook is strongly supported by a generous number of sample materials, such as student course evaluation forms, of special interest to the college instructor anxious to improve instructional practices. The handbook is perhaps the best and most up-to-date of its type containing a broad range of ideas and potentially useful materials assembled. Excellent for the established college teacher. Desk copy use recommended.

14. K. Patricia Cross, ADULTS AS LEARNERS, Jossey-Bass Publishers, 1981, 300 pp. - A fine overview of current theory and practice on adult learning including a useful summary of research and practical models for adult education that works. Strongly recommended for all who labor in the vineyards of adult education.

15. Robert Webber & Change Magazine, IMPROVING COLLEGE TEACHING: AN ANNOTATED BIBLIOGRAPHY, 1976, 14 pp. - Useful as a source of identifying references (of varying quality) on college teaching through the mid-1970s. Impressive variety of perspectives available.

COLLEGE TEACHING CENTER

ASSESSMENT & EVALUATION TOOLS

Use of instruments for self-assessment and third party evaluation of college courses and teaching practices has become more widespread during recent years. The following is a partial listing of instruments available to faculty through the College Teaching Center:

1. Barton Herrscher's INSTRUCTIONAL EFFECTIVENESS INVENTORY - A general purpose self-assessment tool for community college teachers that was developed by and for two-year college faculty during the 1970s.

2. Vernon and Juanita Taylor's THE MEASURING STICK - A GUIDE TO SELF-IMPROVEMENT IN TEACHING - Another general purpose self-assessment instrument published in 1981 and available in individualized booklet format.

3. THE POWER MATRIX - A procedure developed by graduate students and faculty at Virginia Tech for assessing and estimating the educational power of community college courses. Available as a series of handout materials from members of the CTC Council.

4. Berquist and Phillips' A HANDBOOK FOR FACULTY DEVELOPMENT (Vol. I & II) (See "A Baker's Dozen" section for description.) - Includes a good number of assessment tools designed for college instructional use by faculty and students.

We seek your contributions and suggestions on improving the collection of instruments available through the CTC. Please refer any suggestions to a staff member or the CTC Council for consideration and ordering.

SPECIAL RESOURCES

Two extraordinarily helpful tools for research are available in the College Teaching Center. Both are kept current by subscription. Members of the Learning Resources Center staff will be glad to assist you in using them and in placing orders for microfiche or hard copies of documents indexed. Both may also be ordered through SDC, our computer search service.

I. DISSERTATION ABSTRACTS INTERNATIONAL

A monthly compilation of abstracts (averaging one column in length) of doctoral dissertations from more than 375 cooperating institutions in the United States and Canada. Copies of complete texts may be purchased as microfilm or as Xerox prints. Our collection of Dissertation Abstracts begins with the July, 1969, issue.

II. ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)

A nationwide information network for "acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports." It generally covers unpublished manuscripts, technical reports, program descriptions, teacher and curriculum guides, etc. ERIC is comprised of 16 Clearinghouses specializing in particular educational areas, such as "Junior Colleges," "Career Education," "Reading and Communication Skills," etc. Each month the Learning Resources Center receives an updated index to ERIC, entitled Resources in Education. R.I.E. contains abstracts of every document indexed; every document can be ordered on microfiche or paper for a minimal price. The LRC also receives the semiannual indexes to Current Index to Journals in Education. CIJE is similar to the RIE indexes in format but abstracts current periodical literature in education. For help in understanding the full usefulness of ERIC, you might try these sound filmstrips:

LB1028.A142E71	Introduction to ERIC
LB1028.A142E713	How to Use ERIC
LB1028.A142E715	ERIC Advanced Training Program

ADDITIONAL RESOURCES

I. VIDEO TAPES

Please note also that the College Teaching Center has available a small group of tapes on aspects of instructional development. These may be viewed in the Learning Laboratory or checked out for viewing elsewhere. Typical duration is about 20 minutes. The list of current titles is available in the Learning Lab.

II. SOUND/FILMSTRIP PROGRAMS ON INSTRUCTIONAL DEVELOPMENT

On the next two pages are described two comprehensive self-instructional programs which teach the principles and techniques of instructional development. The VIMCIT program is suggested as an introduction; the DEI program is useful for those interested in the more technical aspects of systematic instruction.

VIMCET SOUND/FILMSTRIP PROGRAMS ON CURRICULM & INSTRUCTION

A series of thirty self-instructional filmstrip-sound tape programs for faculty development on concepts and skills related to systematic curriculum and instruction. Each unit is self-contained and may be easily used individually in the Learning Laboratory on a selective basis. These units are programmed for your active responding on a sheet of scratch paper. Each one has a duration of approximately 20 minutes. The programs are shelved in the CTC (LB 1025.V9KT and LB 1025.V91KT).

Filmstrip-tape programs

1. Educational Objectives
2. Systematic Instructional Decision-Making
3. Selecting Appropriate Educational Objectives
4. Establishing Performance Standards
5. Appropriate Practice
6. Perceived Purpose
7. Evaluation
8. A Curriculum Rationale
9. Defining Content for Objectives
10. Identifying Affective Objectives
11. Analyzing Learning Outcomes
12. Knowledge of Results
13. Teaching Units and Teaching Plans
14. The Teaching of Reading
15. Discipline in the Classroom
16. Modern Measurement Methods
17. Instructional Supervision
18. Experimental Design for School Research
19. How to Prepare Teaching Performance Tests
20. Using Teaching Performance Tests for Instructional Improvement and Skill Assessment
21. Individualizing Instruction
22. Alternative Avenues to Educational Accountability
23. Current Conceptions of Education Evaluation
24. Instructional Tactics for Affective Goals
25. Deciding on Defensible Goals Via Educational Needs Assessment
26. Alternative Measurement Tactics for Educational Evaluation
27. Opening Classroom Structure
28. Humanizing Educational Objectives
29. Writing Tests Which Measure Objectives
30. Teacher Aides in the Classroom

Audio cassettes

120. Behavioral Objectives Debate
121. Criterion-Referenced Instruction
122. Adapting to Student Differences
123. Conditions for Effective Learning
124. Objectives and Inservice Training
125. Teaching Performance Tests and Educational Accountability
126. The Teacher and Accountability

Instructor's manual, Criterion tests available.

DESIGNING EFFECTIVE INSTRUCTION WORKSHOP
ON
EDUCATIONAL TECHNOLOGY

A series of fifteen self-instructional filmstrip-sound tape-workbook programs for faculty development on concepts and skills related to educational technology applications. The units may be easily used in the Learning Laboratory with active responding on a workbook format accompanying the materials. Faculty interested in taking this series are encouraged to reserve a workbook in advance through the Coordinator of the Learning Lab.

Filmstrip-tape programs shelved in the CTC (LB 1025.D5KT)

Unit 1	Introduction to Basic Principles
Unit 2	General Goals, Affective Objectives, and Cognitive Objectives
Unit 3	Main Components of an Objective: Behavioral Terms, Conditions, Standards
Unit 4	Classification of Objectives: Verbal, Discrimination, Motor Performance
Unit 5	Criterion Tests
Unit 6	Determining Entry Level
Unit 7	Entry Level Tests
Unit 8	Stimulus and Response
Unit 9	One-Way and Two-Way Stimulus-Response Pairs. Single and Multiple Discriminations (tape only)
Unit 10	Content Analysis
Unit 11	Stimulus-Response Pairs in Chain Activities
Unit 12	Influence of Objectives on Content
Unit 13	Developing Objectives and Deriving Content (tape only)
Unit 14	Programmed Lesson Plans and Instructional Media
Unit 15	Validation (tape only)

COLLEGE TEACHING CENTER MEDIA

The College Teaching Center has obtained the complete set of audio cassette tapes evolving from the Developmental-Remedial Studies Conference held in Fall 1979 in Myrtle Beach, South Carolina. Speakers and topics included in this set are:

LB1027.5.A114C6	COUNSELING AND REALITY THERAPY DR. BUNK SPANN
LB1055.A114P7	PROFILING LEARNING STYLES DR. AL CANFIELD
LB2328.A114H8	HUMAN RESOURCE DEVELOPMENT DR. THEODORE PINNOCK
LB2331.A114A77	ASSESSMENT AND REFERRAL TO DEVELOPMENTAL EDUCATION DR. RUBY HERD
LB2331.A114D4	DEVELOPMENTAL EDUCATION ARE YOU FOR REAL? REV. JESSE JACKSON
LB2331.A114E3	ECONOMIC IMPLICATIONS OF DEVELOPMENTAL EDUCATION DR. MCKINLEY MARTIN
LB2331.A114E9	EVALUATION OF DEVELOPMENTAL EDUCATION DR. JERRY SNOW
LB2331.A11415	INSTRUCTIONAL DESIGN IN DEVELOPMENTAL EDUCATION DR. JAMES HOLLAND
LB2331.A114R4	RESOURCE COMMITMENT TO DEVELOPMENTAL EDUCATION DR. DON RIPPEY
LB2806.A114C6	COMPETENCY - BASED EDUCATION DR. BARTON HERRSCHER
LC4704.A114L4	LEARNING DISABILITIES IN ADULTS DR. MARGARET NUCKOLS
LC5219.A114A75	ASSESSING AND MEETING THE NEEDS OF THE ADULT LEARNER DR. MALCOM KNOWLES
LC5219.A114M6	MOTIVATION OF THE ADULT LEARNER DR. GEORGE AKER

"Elements of Effective Teaching," a sound filmstrip series, was requested for preview by the College Teaching Center Council and later purchased. The program contains five cassettes, five filmstrips, and a leader's guide. Modules are suitable for individual or group use and present tips on classroom arrangements, time, problems. etc. The set includes:

1.	CLASSROOM ARRANGEMENTS	-PROS AND CONS OF VARIOUS ARRANGEMENTS
2.	USING THE TRAINING DAY	-PLANNING THE USE OF CLASSROOM TIME
3.	HOW TO USE VISUAL AIDS	-PREPARATION AND USE OF AIDS
4.	HANDLING CLASSROOM PROBLEMS	-PROBLEM STUDENTS
5.	USING TEACHING MATERIALS	-GUIDELINES FOR HANDOUTS, OUTLINES

FILMS AND VIDEOTAPES ON COLLEGE TEACHING TECHNIQUES AND PROBLEMS

The following films related to college teaching and instructional development are available through the College Teaching Center for rental.

Title	Producer/ Source	Length	Rental fee
Critical Moments in College Teaching, Tape I	Indiana University A-V Center Bloomington, IN 47401	24 min.	$15.75
Critical Moments in College Teaching, Tape II	Indiana University	25 min.	$15.75
Critical Moments in College Teaching, Tape III	Indiana University	29 min.	$15.75
Critical Moments in College Teaching, Tape IV	Indiana University	39 min.	$19.25
Strategies in College Teaching, Observing Teaching	Indiana University	50 min.	$23.25
Strategies in College Teaching, Leading Discussions--Whole Class	Indiana University	49 min.	$23.25
Strategies in College Teaching, Media in the Classroom	Indiana University	48 min.	$23.25
Strategies in College Teaching, Effective Grouping Techniques	Indiana University	24 min.	$15.75
The Supervisory Process: Helping Teachers to Improve Instruction	ASCD 225 N. Washington St. Alexandria, VA 22314	30 min.	$45.00
Selecting Appropriate Leadership Styles for Instructional Improvement	ASCD	33 min.	$45.00

THE COMPUTER SEARCH SERVICE
IN THE COLLEGE TEACHING CENTER

WHAT IT IS?

The College Teaching Center now provides a major new research tool--the Computer Search Service. This service offers on-line or interactive searching of bibliographic and research related computer data bases containing millions of citations, abstracts, and research summaries. In minutes a search can be run and the results printed out on our terminal. The Computer Search Service gives the College Teaching Center quick access to information previously available only at the largest research libraries.

WHAT INFORMATION IS AVAILABLE?

The CTC now has access to about 80 data bases covering a wide variety of subjects from Accounting to Management to Social Science. Of particular interest to college faculty is the ERIC data base. ERIC is the most comprehensive data base of literature relating to education in existence. Each year more than 30,000 records are added, and each record is easily searched by computer.

HOW TO USE IT?

The CTC has trained terminal operators who can perform searches on request. To initiate a search, the requester and the searcher meet, define the problem to be searched, and devise the most cost-effective search strategy. At the end of the search, the requester has a list of articles, reports, books,etc., that directly relate to his question. The Library can then obtain the listed materials through purchase or interlibrary loan.

HOW MUCH DOES IT COST?

The average search costs between $10 and $20--a small fee when one considers the time it would take to perform such a search manually. Faculty who are using the search service for course-related research can have the charge billed to their account. Searches for other uses are billed directly to the requester.

FOR MORE INFORMATION

Contact Bill Harrison or Alice Seabright in the LRC.

THE MICROCOMPUTER
IN THE COLLEGE TEACHING CENTER

WHAT IT IS?

The CTC recently acquired a new educational aid, a Radio Shack TRS-80 Model III microcomputer with disk drives and a capacity of 48K bytes of RAM (Random Access Memory--meaning data can be written into and read from storage). This is a small computer system that contains a central processing unit or microprocessor, storage, and input/output. The typewriter-like keyboard is used to input data and the output data is displayed on a CRT screen. The microcomputer may be used in three ways --to learn from (computer-aided instruction), to learn with (using to problem-solve), or to learn about (learning programming or programming skills).

WHO CAN USE IT?

All faculty, staff, and administration may use the microcomputer for self-instruction and development of "computer literacy."

HOW TO USE IT?

You can begin by learning a programming language--BASIC (Beginner's All-purpose Symbolic Instruction Code) which allows you to "talk" to the computer using simple English commands and statements. BASIC is one of the most commonly used programming languages in the world. A computer program is actually a list of instructions the computer is to follow. A computer is helpless without a program. After a program is loaded into its memory the computer is then able to carry out the instructions.

The operating manuals, including a manual for the instruction of BASIC and the operating diskette, are all available on permanent reserve at the library's circulation desk. Alice Seabright will be glad to get you started.

HOW MUCH DOES IT COST?

The microcomputer was purchased for the college by local Board Staff Development Funds and is available at no charge to all faculty, staff, and administration.

IS THERE TRAINING AVAILABLE?

The CTC has funded microcomputer sessions for the 1981-82 year. An informational lecture and demonstration, Overview of the Microcomputer: Its Applications and Potential for Instruction, was held during the Fall 1981 Quarter. A ten-week Workshop on Basic Computing on the TRS-80 will begin during the Winter Quarter. Each participant will be supplied with his own programming diskette, and, to benefit fully, each participant will need to schedule two hours of practice per week. Follow-up training is planned.

FOR MORE INFORMATION

Contact Pavey Hoke or Alice Seabright in the LRC.

COLLEGE TEACHING CENTER

EDUCATION BIBLIOGRAPHY

SEPTEMBER, 1981

The following materials have been specially selected or ordered for shelving in the College Teaching Center. Materials have been chosen for their focus on college teaching or their relation to the teaching field, classroom, community college, etc. Other relevant material may be located on the regular library shelves. College Teaching Center materials and catalog cards have been marked with green dots that signify their shelving in the CTC. In order to help you locate material on a particular subject, we have composed the following brief outline, based on Library of Congress Classification or Subject Headings.

OUTLINE

BF724	DEVELOPMENTAL PSYCHOLOGY
H62	SOCIAL SCIENCES. STUDY AND TEACHING
HF5549.5	PERSONNEL. EMPLOYMENT MANGEMENT
LA	HISTORY OF EDUCATION
LB	THEORY AND PRACTICE OF EDUCATION
LB5 - 41	GENERAL
LB880	AMERICAN EDUCATORS
LB1025 - 1050	TEACHING (PRINCIPLES AND PRACTICE)
LB1025	GENERAL WORKS
LB1027	SPECIAL WORKS. (EXPERIMENTAL METHODS)
LB1028	EDUCATIONAL RESEARCH
LB1028.5	PROGRAMMED INSTRUCTION
LB1029	OTHER KINDS OF INSTRUCTION
LB1031	INDIVIDUAL INSTRUCTION
LB1032	GROUP WORK
LB1043	AUDIOVISUAL EDUCATION
LB1049	METHODS OF STUDY
LB1051 - 1091	EDUCATIONAL PSYCHOLOGY
LB1570	ELEMENTARY EDUCATION. CURRICULUM
LB1573	READING
LB1576	ENGLISH
LB1705 - 2285	EDUCATION AND TRAINING OF TEACHERS
LB1731	INSERVICE TRAINING OF TEACHERS
LB1738	COLLEGE AND UNIVERSITY INSTRUCTION
LB1745	TEACHER CENTERS
LB1778	TEACHING AS A PROFESSION. COLLEGE AND UNIVERSITY
LB2300 - 2411	HIGHER EDUCATION
LB2328	THE JUNIOR COLLEGE
LB2331	TEACHING PERSONNEL
LB2332	ACADEMIC FREEDOM
LB2333	EFFICIENCY. RATING. SALARIES. PENSIONS
LB2336	ENDOWMENTS, TRUSTS, ETC.
LB2341	SUPERVISION AND ADMINISTRATION
LB2342	FINANCE. INCOME AND EXPENDITURE

LB2360	TRANSFER OF CREDITS
LB2361	CURRICULUM. GENERAL WORKS
LB2365	SPECIAL SUBJECTS
LB2367	EXAMINATIONS
LB2801 - 3095	SCHOOL ADMINISTRATION AND ORGANIZATION
LB2835	TEACHING PERSONNEL. SELECTION AND APPOINTMENT
LB3051	SCHOOL MANAGEMENT AND DISCIPLINE. EXAMINATIONS
LC	SPECIAL ASPECTS OF EDUCATION
LC142	SCHOOL ATTENDANCE
LC221	CITIZENS ADVISORY COMMITTEES
LC251 - 318	MORAL EDUCATION.
LC1031	COMPETENCY BASED EDUCATION
LC1035	BASIC EDUCATION
LC1043 - 1047	VOCATIONAL EDUCATION
LC1756	EDUCATION OF WOMEN. U.S.
LC4704	LEARNING DISABILITIES
LC5201 - 6660	EDUCATION EXTENSION. ADULT EDUCATION
LC5501 - 5560	EVENING SCHOOLS
Q181	SCIENCE. STUDY AND TEACHING
QA11	MATHEMATICS. STUDY AND TEACHING

EDUCATION BIBLIOGRAPHY

BF724.A63	APPLYING NEW DEVELOPMENTAL FINDINGS	KNEFELKAMP
H62.F45	SOCIAL STUDIES: BEHAVIORAL OBJECTIVES	FLANAGAN
HF5549.5.P35M33	ANALYZING PERFORMANCE PROBLEMS	MAGER
HQ1059.5.U5P76	PROGRAMMING FOR ADULTS FACING MIDLIFE CHANGE	KNOX
LA227.3.C76	BEYOND THE OPEN DOOR	CROSS
LA229.L42	WHEN DREAMS AND HEROES DIED	LEVINE
LB5.N25 61st pt. 1	INDIVIDUALIZING INSTRUCTION	HENRY
LB5.N25 68th pt. 2	EDUCATIONAL EVALUATION: NEW ROLES, NEW MEANS	TYLER
LB41.E75	THE ESSENTIAL PROFESSION	------
LB880.P5A114	PIAGET FOR EDUCATORS (MEDIA)	------
LB1025.D5KT	DESIGNING EFFECTIVE INSTRUCTION (MEDIA)	------
LB1025.H63 1950	THE ART OF TEACHING	HIGHET
LB1025.V9KT	VIMCET INSTRUCTIONAL PROGRAM (MEDIA)	------
LB1025.V91KT	VIMCET 2 (MEDIA)	------
LB1025.2.E24	THE CRAFT OF TEACHING	EBLE
LB1025.2.K62	ON TEACHING	KOHL
LB1025.2.M425	THE MEDIATE TEACHER	------
LB1025.2.P628	CLASSROOM INSTRUCTIONAL TACTICS	POPHAM
LB1025.2.P63	SYSTEMATIC INSTRUCTION	POPHAM
LB1025.2.P64	THE USES OF INSTRUCTIONAL OBJECTIVES	POPHAM
LB1027.G746	STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION	GRONLUND
LB1027.K275	TEACHING THE FUTURE	KAUFFMAN
LB1027.M29	GOAL ANALYSIS	MAGER
LB1027.P717	ESTABLISHING INSTRUCTIONAL GOALS	POPHAM
LB1027.P72	PLANNING AN INSTRUCTIONAL SEQUENCE	POPHAM
LB1027.5.A114C6	COUNSELING AND REALITY THERAPY (MEDIA)	SPANN

LB1028.A142E71	INTRODUCTION TO ERIC (MEDIA)	------
LB1028.A142E713	HOW TO USE ERIC (MEDIA)	------
LB1028.A143E715	ERIC ADVANCED TRAINING PROGRAM (MEDIA)	------
LB1028.S39 1973	SECOND HANDBOOK OF RESEARCH ON TEACHING	------
LB1028.T37	LEARNING LABORATORIES	TEACHEY
LB1028.5.J61	ASSURING LEARNING WITH SELF-INSTRUCTIONAL PACKAGES	JOHNSON
LB1028.5.M3 1962	PREPARING INSTRUCTIONAL OBJECTIVES	MAGER
LB1028.5.W3	IMPLEMENTING PERSONALIZED INSTRUCTION	WASHBURN
LB1029.C6K6	HANDBOOK OF COOPERATIVE EDUCATION	KOWLES
LB1029.N6K36	PREPARING AND USING INDIVIDUALIZED LEARNING PACKAGES FOR UNGRADED, CONTINUOUS PROGRESS EDUCATION	KAPFER
LB1031.B45	HOW TO WRITE AND USE PERFORMANCE OBJECTIVES TO INDIVIDUALIZE INSTRUCTION	BOSTON
LB1031.D7	HANDBOOK OF CURRICULUM DESIGN FOR INDIVIDUALIZED INSTRUCTION	DRUMHELLER
LB1031.D77	INDIVIDUALIZED INSTRUCTION-PROGRAMS AND MATERIALS	DUANE
LB1031.H15KT	HOW TO PLAN FILMSTRIP MULTIMEDIA LESSONS (MEDIA)	------
LB1031.I53	INSTRUCTIONAL DEVELOPMENT FOR INDIVIDUALIZED LEARNING IN HIGHER EDUCATION	------
LB1031.J6 1971	DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIAL	JOHNSON
LB1031.K39	PSI, THE KELLER PLAN HANDBOOK	KELLER
LB1031.S48	PSI: PERSONALIZED SYSTEM OF INSTRUCTION	SHERMAN
LB1032.S4513	SMALL-GROUP TEACHING	SHARAN
LB1042.7T42	TEACHING AIDS IN THE COLLEGE CLASSROOM	GRAYSON
LB1043.G318	TEACHING AND MEDIA	GERLACH
LB1043.P6 1969	THE AUDIO-TUTORIAL APPROACH TO LEARNING	POSTLETHWAIT
LB1043.P6 1972	THE AUDIO-TUTORIAL APPROACH TO LEARNING	POSTLETHWAIT
LB1043.T35	USING INSTRUCTIONAL MEDIA EFFECTIVELY	TANZMAN
LB1043.5.G7	CRITERIA FOR THE SELECTION AND USE OF VISUALS IN INSTRUCTION	GROPPER
LB1049.K672 1975b	SELF-DIRECTED LEARNING	KNOWLES
LB1051.B243	A TIME TO LEARN	BANDT
LB1051.W69	A GUIDE TO SYSTEMATIC INSTRUCTIONAL DESIGN	WONG
LB1055.A114P7	PROFILING LEARNING STYLES (MEDIA)	CANFIELD
LB1062.K3 1968	CREATIVITY AND LEARNING	KAGAN
LB1065.G46	EFFECTIVE TEACHING STRATEGIES WITH THE BEHAVIORAL OUTCOMES APPROACH	GERHARD
LB1065.K5	BEHAVIORAL OBJECTIVES AND INSTRUCTION	KIBLER
LB1131.P6288	CRITERION-REFERENCED MEASUREMENT	POPHAM
LB1131.P629	CRITERION-REFERENCED MEASUREMENT	POPHAM
LB1570.B32	EXPANDING DIMENSIONS OF INSTRUCTIONAL OBJECTIVES	BAKER
LB1570.K28	BEHAVIORAL OBJECTIVES IN CURRICULUM DEVELOPMENT	KAPFER
LB1573.A333	TEACHING READING IN CONTENT AREAS	HERBER
LB1576.F46	LANGUAGE ARTS: BEHAVIORAL OBJECTIVES	FLANAGAN

LB1576T527	THREE LANGUAGE-ARTS CURRICULUM MODELS	MANDEL
LB1731.I4	IMPROVING IN-SERVICE EDUCATION	------
LB1738.L34 1970	TEAM TEACHING AT THE COLLEGE LEVEL	LAFAUCI
LB1738.M25 1978	TEACHING TIPS	MCKEACHIE
LB1738.P4P7	PROCEEDINGS: THE CONFERENCE ON QUESTIONS AND ISSUES IN PLANNING COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAMS	------
LB1738.R6 1971	DEVELOPING OBSERVATION SYSTEMS	ROBERSON
LB1745.S95	SUPPORTING THE LEARNING TEACHER	------
LB1778.B67 1968	PERSONALITY CHARACTERISTICS OF COLLEGE AND UNIVERSITY FACULTY	BRAWER
LB1778.C58 1969	MEASURING FACULTY PERFORMANCE	COHEN
LB1778.F7	CAREERS IN COLLEGE TEACHING	FRIEDBERG
LB1778.G3 1968	TEACHING IN A JUNIOR COLLEGE	GARRISON
LB1778.H3	A HANDBOOK FOR FACULTY DEVELOPMENT	------
LB1778.L58	THE PROFESSORS	LIVESEY
LB1778.M405	ON BECOMING A COLLEGE TEACHER	MEDALIA
LB1778.M5 1961	PROFESSOR	MILLETT
LB2301.I53	IMPROVING INSTRUCTIONAL PRODUCTIVITY IN HIGHER EDUCATION	------
LB2321.B5	COLLEGE EDUCATION ON THE JOB	BISCONTI
LB2322.L42	LEARNER-CENTERED REFORM	------
LB2328.A114H8	HUMAN RESOURCE DEVELOPMENT (MEDIA)	PINNOCK
LB2328.B3 1972	A SYSTEMS APPROACH TO COMMUNITY COLLEGE EDUCATION	BARBEE
LB2328.B45T6	TOWARD INCREASED EFFICIENCY IN COMMUNITY JUNIOR COLLEGE COURSES	BERCHIN
LB2328.B49	COMMUNITY COLLEGES AND THE DEVELOPMENTALLY DISABLED	BILOVSKY
LB2328.B86	ORGANIZING FOR CHANGE	BUSHNELL
LB2328.C3 no.5	ESTABLISHING JUNIOR COLLEGES	------
LB2328.C3 no.9	SYSTEMS APPROACHES TO CURRICULUM AND INSTRUCTION IN THE OPEN-DOOR COLLEGE	------
LB2328.C3 no.10	EFFECTIVE JUNIOR COLLEGE PROGRAMS OF COMMUNITY SERVICES	HARLACHER
LB2328.C3 no.11	FOCUS ON LEARNING	COHEN
LB2328.C3 no.12	THE EXPERIMENTAL JUNIOR COLLEGE	------
LB2328.C3 no.13	THE JUNIOR COLLEGE PRESIDENT	------
LB2328.C3 no.14	PERSPECTIVES OF THE COMMUNITY COLLEGE PRESIDENCY	MORGAN
LB2328.C3 no.15	THE IMPROVEMENT OF JUNIOR COLLEGE INSTRUCTION	------
LB2328.C3 no.16	THE JUNIOR COLLEGE BOARD OF TRUSTEES	------
LB2328.C3 no.17	TOWARD EDUCATIONAL DEVELOPMENT IN THE COMMUNITY JUNIOR COLLEGE	------
LB2328.C3 no.18	COMMUNITY JUNIOR COLLEGES AND UNIVERSITIES	------
LB2328.C3 no.19	NATIONAL CONFERENCE ON COMMUNITY CONTINUING EDUCATION	------
LB2328.C55	COLLEGE RESPONSES TO COMMUNITY DEMANDS	COHEN
LB2328.C56	A CONSTANT VARIABLE	COHEN
LB2328.C57 1969	DATELINE 79'	COHEN
LB2328.G55	THIS IS THE COMMUNITY COLLEGE	GLEAZER
LB2328.H78	THE HUMANITIES IN TWO-YEAR COLLEGES	------
LB2328.J57	ISLANDS OF INNOVATION EXPANDING	JOHNSON

LB2328.K38	ORIENTATION FOR FACULTY IN JUNIOR COLLEGES	KELLY
LB2328.P7 1969	PREPARING TWO YEAR COLLEGE TEACHERS FOR THE 70'S	------
LB2328.R414	THE COMPREHENSIVE JUNIOR COLLEGE CURRICULUM	REYNOLDS
LB2328.R455	GOVERNANCE FOR THE TWO-YEAR COLLEGE	RICHARDSON
LB2328.R7	ACCOUNTABILITY AND THE COMMUNITY COLLEGE DIRECTIONS FOR THE 70'S	ROUECHE
LB2328.S9	HUMAN SERVICE CAREER PROGRAMS AND THE COMMUNITY COLLEGE	SWIFT
LB2328.Z93	SECOND BEST	ZWERLING
LB2329.N3 1974	GRADUATE EDUCATION AND COMMUNITY COLLEGES	MARTORANA
LB2329.T5 1972	THE COMMUNITY JUNIOR COLLEGE	THORNTON
LB2331.A114A77	ASSESSMENT AND REFERRAL TO DEVELOP-MENTAL EDUCATION	HERD
LB2331.A114D4	DEVELOPMENTAL EDUCATION ARE YOU FOR REAL? (MEDIA)	JACKSON
LB2331.A114E3	ECONOMIC IMPLICATIONS OF DEVELOP-MENTAL EDUCATION (MEDIA)	MARTIN
LB2331.A114E9	EVALUATION OF DEVELOPMENTAL EDUCATION (MEDIA)	SNOW
LB2331.A11415	INSTRUCTIONAL DESIGN IN DEVELOPMENTAL EDUCATION (MEDIA)	HOLLAND
LB2331.A114R4	RESOURCE COMMITMENT TO DEVELOPMENTAL EDUCATION (MEDIA)	RIPPEY
LB2331.A93	THE UNIVERSITY TEACHER AS ARTIST	AXELROD
LB2331.B88	EXCELLENCE IN UNIVERSITY TEACHING	BUXTON
LB2331.C53	CONFRONTING IDENTITY	COHEN
LB2331.C76	ACCENT ON LEARNING	CROSS
LB2331.D4	DESIGNING TEACHING IMPROVEMENT PROGRAMS	------
LB2331.D7	INSTITUTIONAL RESEARCH IN THE UNVERSITY	DRESSEL
LB2331.E33	PROFESSORS AS TEACHERS	EBLE
LB2331.G34	TOWARD FACULTY RENEWAL	GAFF
LB2331.K66	INSTRUCTIONAL TECHNIQUES IN HIGHER EDUCATION	KOZMA
LB2331.M482	ALTERNATIVES TO THE TRADITIONAL	MILTON
LB2331.M484	ON COLLEGE TEACHING	MILTON
LB2331.R655	HOLISTIC LITERACY IN COLLEGE TEACHING	ROUECHE
LB2331.R66	A MODEST PROPOSAL	ROUECHE
LB2331.R67	OVERCOMING LEARNING PROBLEMS	ROUECHE
LB2331.T45	NEW MEDIA AND COLLEGE TEACHING	THORNTON
LB2331.7.C62	THE TWO-YEAR COLLEGE INSTRUCTOR TODAY	COHEN
LB2332.3.A27	THE INVISIBLE WOMAN	ABRAMSON
LB2333.L3	THE EVALUATION OF TEACHING COLLEGE ENGLISH	LARSON
LB2332.M46	DEVELOPING PROGRAMS FOR FACULTY EVALUATION	MILLER
LB2333.M47	EVALUATING FACULTY PERFORMANCE	MILLER
LB2333.S45	SUCCESSFUL FACULTY EVALUATION PROGRAMS	SELDIN
LB2336.P7	PROPOSAL GUIDELINES	------
LB2341.D4C6	COMMUNITY COLLEGE MANAGEMENT BY OBJECTIVES	DEEGAN

LB2341.D48	DEVELOPING THE ACCOUNTABILITY FILE	------
LB2341.N4	NEEDS ASSESSMENT	------
LB2342.I57	INDIVIDUALIZING THE SYSTEM	------
LB2360.M49	AWARDING COLLEGE CREDIT FOR NON-COLLEGE LEARNING	MEYER
LB2361.A7D4	THE DEVELOPMENT AND EVALUATION OF BEHAVIORAL OBJECTIVES	ARMSTRONG
LB2361.I3	THE IDEA HANDBOOK FOR COLLEGES AND UNIVERSITIES	------
LB2361.L4	HANDBOOK ON UNDERGRADUATE CURRICULUM	LEVINE
LB2361.T9	BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION	TYLER
LB2361.W4	ALTERNATIVES IN HIGHER EDUCATION	WEY
LB2365.S4K5	HUMAN SERVICES OCCUPATION IN THE TWO-YEAR COLLEGE	KIFFER
LB2367.E2C55	THE CLASSROOM TEST	EARLS
LB2805.B26	INSTRUCTIONAL SYSTEMS	BANATHY
LB2806.A114C6	COMPETENCY-BASED EDUCATION (MEDIA)	HERRSCHER
LB2806.A22	ACCOUNTABILITY: SYSTEMS PLANNING IN EDUCATION	------
LB2806.B77	DEVELOPING AN EDUCATIONALLY ACCOUNTABLE PROGRAM	BROWDER
LB2806.T58	A SYSTEMS APPROACH TO INSTRUCTION	THOMPSON
LB2806.V3	USING SYSTEMS ANALYSIS TO IMPLEMENT COST-EFFECTIVENESS AND PROGRAM BUDGETING IN EDUCATION	VAN GIGCH
LB2819.B55	SUPERVISION AND TEACHERS	BLUMBERG
LB2830.K55	PROGRAM BUDGETING	KNEZEVICH
LB2835.B66	SELECTION AND EVALUATION OF TEACHERS	BOLTON
LB3051.B53	HANDBOOK ON FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING	BLOOM
LB3051.E73	MEASURING STUDENT GROWTH	ERICKSON
LB3060.32.C74 J63 1978	CRITERION-REFERENCED MEASUREMENT	BERK
LC142.A84	PREVENTING STUDENTS FROM DROPPING OUT	ASTIN
LC221.C62	ADVISORY COMMITTEES IN ACTION	COCHRAN
LC268.M74	TEACHING VALUES IN COLLEGE	MORRILL
LC1031.C6	COMPETENCY BASED EDUCATION SOURCE-BOOK	OLSON
LC1035.6.T4	TEACHING BASIC SKILLS IN COLLEGE	TRILLIN
LC1043.M315	DEVELOPING VOCATIONAL INSTRUCTION	MAGER
LC1044.L39	LEARNING OBJECTIVES FOR INDIVIDUALIZED INSTRUCTION	------
LC4704.A114L4	LEARNING DISABILITIES IN ADULTS (MEDIA)	NUCKOLS
LC5219.A114A75	ASSESSING AND MEETING THE NEEDS OF THE ADULT LEARNER (MEDIA)	KNOWLES
LC5219.A114M6	MOTIVATION OF THE ADULT LEARNER (MEDIA)	AKER
LC5219.B6	TEACHING ADULTS IN CONTINUING EDUCATION	BOCK
LC5219.S68	HOW TO INSTRUCT SUCCESSFULLY	STATON
LC5219.V46	ADULTS TEACHING ADULTS	VERDUIN
LC5251.H3	THE FUTURE OF ADULT EDUCATION	HARRINGTON
LC5251.K563	ADULT DEVELOPMENT AND LEARNING	KNOX
LC5251.W4	THE GRAYING OF THE CAMPUS	WEINSTOCK
LC5515.C76	PLANNING NON-TRADITIONAL PROGRAMS	CROSS
Q181.F543	SCIENCE: BEHAVIORAL OBJECTIVES	FLANAGAN
QA11.F55	MATHEMATICS: BEHAVIORAL OBJECTIVES	FLANAGAN

LORD FAIRFAX COMMUNITY COLLEGE

COLLEGE TEACHING CENTER

EDUCATION PERIODICALS

SEPTEMBER, 1981

AMERICAN EDUCATION

+CHANGE

+CHRONICLE OF HIGHER EDUCATION

+COMMUNITY AND JUNIOR COLLEGE JOURNAL

+COMMUNITY COLLEGE FRONTIERS

+COMMUNITY COLLEGE REVIEW

+COMMUNITY/JUNIOR COLLEGE RESEARCH QUARTERLY

+THE EDUCATION DIGEST

EDUCATIONAL COMMUNICATION AND TECHNOLOGY

EDUCATIONAL LEADERSHIP

+EDUCATIONAL TECHNOLOGY

THE FORUM FOR LIBERAL EDUCATION

INSTRUCTIONAL INNOVATOR

INTERDISCIPLINARY PERSPECTIVES

+THE JOURNAL OF DEVELOPMENTAL & REMEDIAL EDUCATION

+THE JOURNAL OF EDUCATIONAL RESEARCH

JOURNAL OF EDUCATIONAL TECHNOLOGY SYSTEMS

JOURNAL OF LEARNING DISABILITIES

MEDIA AND METHODS

+NEW DIRECTIONS FOR COMMUNITY COLLEGES

+NEW DIRECTIONS FOR HIGHER EDUCATION

THE PERSONNEL AND GUIDANCE JOURNAL

+PHI DELTA KAPPAN

TODAY"S EDUCATION

VIRGINIA JOURNAL OF EDUCATION

VOCED

+ Latest issue displayed in the College Teaching Center

FACULTY AND STAFF DEVELOPMENT POLICY

(October 20, 1981)

I. PURPOSE

The purpose of the Lord Fairfax Community College Faculty and Staff Development Policy is to provide a more permanent and fundamental policy statement within which the institution's program may be planned, implemented, funded, and assessed.

The fundamental goal of the College Faculty and Staff Development program is to provide institutional support for establishing, maintaining, extending, and improving the job-related competencies, knowledges, and skills of all persons appointed to faculty, administrative, and staff positions at the institution.

II. AUTHORIZATION

Lord Fairfax Community College President's Memorandum No. 7 (May 1, 1974) authorized the initial establishment of a Faculty and Staff Development Steering Committee with guidelines. Subsequent Memorandums No. 24 (September 30, 1975), No. 22 (November 11, 1977) and Lord Fairfax Community College Rules and Regulations II - F.1 (September 1, 1980) extended the appointment of the Faculty and Staff Development Steering Committee and authorized production of the Faculty and Staff Development Policy Statement for internal approval and authorization by the President. The Dean of Instruction will serve as the facilitating institutional administrator responsible for planning and implementing the Faculty and Staff Development program at Lord Fairfax Community College. The 1981 Lord Fairfax Community College Committee Reorganization Plan assigned review and recommendation functions to the College Teaching Center Council.

III. COLLEGE TEACHING CENTER COUNCIL COMPOSITION AND FUNCTION

A College Teaching Center Council appointed and constituted each year by the President shall serve to assist the institution with the planning, implementation, funding and resource allocations, and assessment of the local college program. The Council will include persons representing full-time and adjunct teaching faculty, Student Services personnel, classified staff personnel, and an administrator in order to bring together the widest possible specialty backgrounds. The membership of the subsequent Council shall include at least one (1) member of the preceding year's Committee to provide continuity.

The functions of the College Teaching Center Council shall include the following advisory contributions:

A. Plan and coordinate the services and resources of the College Teaching Center;

B. Plan and recommend on-campus in-service training workshops, seminars, conferences, and other staff development activities;

C. Conduct periodic Needs Surveys among College personnel as a means of identifying current staff development interests;

D. Recommend specific university courses of significance to institutional personnel to be scheduled through the Valley of Virginia Consortium for Higher Education;

E. Review College personnel requests for college, university, and special agency disbursements from the Local Funds Budget;

F. Review and recommend media and materials for the College Teaching Center collection;

G. Make recommendations facilitating a continued program of institutional inter-visitations between the faculty and/or staff of Lord Fairfax Community College and other educational institutions;

H. Identify and recommend significant guest speakers or consultants for general faculty and staff, general faculty, divisional or staff meetings on a short-term basis;

I. Review and evaluate data on operating budget funds disbursements allocated to support in-service training travel by faculty, staff, and administrators to off-campus conferences, seminars, workshops, and forums that are essentially educational in nature;

J. Provide services concerning the improvement of new and adjunct faculty and/or new staff orientation activities conducted by the College and by the Virginia Community College System; and

K. Such other functions as may be assigned and enumerated by the President of the College and the Deans.

IV. PROGRAM ACTIVITIES

A local plan for a program of staff development activities shall include the following:

A. Consulted on-campus seminars and workshops of significance to community college personnel;

B. A program of articulation and inter-visitation for faculty, staff, and administrators among and between other educational institutions;

C. A persistent attempt to encourage and promote the availability of college and university credit courses and programs of advanced study within the region as one means of assisting the institutional personnel to extend their college or university-based academic credentials;

D. Maintenance of a contemporary inventory of resources for staff development including both self-instructional and conventional print and non-print media collections;

E. Promotion of faculty, staff, and administrative participation in instances of off-campus in-service training such as conferences, conventions, seminars, and workshops that are essentially competency-based and educational in nature;

F. Allocation of available Local and State Operating Budget resources on the basis of their institutional significance in contributing to the updating and upgrading of personnel competencies and institutional renewal.

V. FUNDING

The primary basis for funding the Lord Fairfax Community College Faculty and Staff Development program is through the College Board Local budget line item contributions of the College's supporting political subdivisions and found in Line Item 130, Faculty and Staff Development Program. Since College Board Local Budget contributions by regional political subdivisions are legally voluntary, the budget sums projected, collected, and disbursed each academic year may vary. Therefore, the budgetary planning, revision, and allocation of disbursable funds from the College Board's Local Budget for Faculty and Staff Development are not susceptible to routinization and guaranteed expectation. A separate Line Item funds the College Teaching Center collection.

Within these constraints every administrative effort will be made to allocate College Board Local Fund resources to Faculty and Staff Development activities and personnel support subsidies on the basis of institutional significance and fairness. A review of Faculty and Staff Development Local Funds collections, allocations, and disbursements will be made on a periodic basis to assist those responsible for making recommendations and authorizing allocations and disbursements.

The President of the College is the administrator responsible for determining disbursements under this policy.

In order to facilitate the allocation of Local Faculty and Staff Development funds, the Dean of Financial and Administrative Services will prepare a monthly status report of the local College Teaching Center and Faculty and Staff Development funds balances.

A member of the Business Office staff will serve as a member of the College Teaching Center Council.

Another source of funding support for the institution's Faculty and Staff Development program is drawn from State Maintenance and Operating (M & O) Budget divisional line items designated for supplies, materials, and travel. State M & O Budget funds for travel frequently support instances of in-service training and are routinely administered in accordance with the Lord Fairfax Community College Organizational Chart by Divisional Administrators and appropriate Deans under the supervision of the President of the College. Initiatives concerning these divisional Operating Budget travel disbursements for members of the College's faculty, staff, or administration are beyond the purview of the College Teaching Center Council except that the Council may review these practices and make recommendations to the President of the College.

VI. TUITION SUBSIDIES

A. That the relationship of the course taken by the applicant to his/her current or anticipated institutional Job Description be determined by the College Teaching Center Council, with recommendations from the immediate supervisor and appropriate Dean.

B. That the total individual reimbursement for tuition and non-tuition subsidy not exceed $375.00 per fiscal year. However, if non-allocated funds remain at the end of the fiscal year, the Council may reconsider all applications from the current fiscal year and recommend the distribution of remaining funds on an institutional priority basis.

C. That subsidy refunds from local funds for courses taken by part-time faculty, staff, and administrators be based on the proportion of the full-time teaching load or percent of full-time employment.

That the amount of reimbursement would be determined by the proportion of full-time load taught or employment during the quarter the course was taken. In the case of a course being taken during a quarter in which the part-time faculty member did not teach, reimbursement would be determined by the proportion of a full-time load taught the succeeding quarter.

D. That tuition subsidies be funded only for courses which have been completed and for which required documentation is on file at the College.

E. That all CETA and work-study employees be denied consideration for direct subsidies.

F. That incomplete or inaccurate application forms be returned to persons before any final action is taken. Unsubstantiated data or statements on applications/request forms will be returned to person(s) for resubmission.

G. That all persons with outstanding requests for tuition subsidies but no longer employed by the College be denied those funds.

H. That the following priorities will be used by the College Teaching Center Council in determining tuition subsidies:

1. The course content is directly related to the person's job description and the person was assigned or advised by his/her supervisor to take the course.

2. The course content is directly related to the person's job description, and the person elected to take the course voluntarily.

3. The course content is indirectly related to the person's job description, and the person elected to take the course.

4. The course content is not related to the person's job description.

I. That the College Teaching Center Council consider only requests submitted during the "calendar" year. Requests previously submitted (and not deferred for subsequent action) will not be considered again. Requests which predate the "calendar" year, but which have never been submitted for action may be considered by the Council in accordance with policy or specific procedures established by the Council.

J. That the College Teaching Center Council fund tuition subsidy requests Priority 1 and 2 within specified limits when submitted, if authorized and substantiated. Priorities 3 and 4 will be deferred to the end of the Council's "calendar" year.

K. That the Council consider and fund all tuition subsidy requests of Priority 1 at 100% of limits established by this policy.

VII. NON-TUITION SUBSIDIES

A. That non-tuition subsidy requests be considered at any time during the Council's "calendar" year.

B. That incomplete or inaccurate applications/request forms be returned to person(s) before any final action is taken. Unsubstantiated data or statements on application forms will be returned to person(s) for resubmission.

C. That all CETA and work-study employees be denied consideration for direct subsidies.

D. That documentation/proof be on file at the College before payment is made for the non-tuition subsidies.

E. That all persons with outstanding requests for non-tuition subsidies but no longer employed by the College be denied those funds.

F. Conferences sponsored by the College Teaching Center are also funded under this provision.

VIII. ALLOCATION OF FUNDS

A. Ordinarily, fifty percent (50%) of the Faculty and Staff Development funds in the future shall be set aside to finance tuition subsidies and fifty percent (50%) of the funds be set aside to finance non-tuition subsidies, including conferences sponsored by the College Teaching Center.

B. The College Teaching Center Council shall establish a quarterly allocation procedure as funds are available.

C. The College Teaching Center Council shall establish April 1 of each year as the date for the reallocation of all balances in both tuition and non-tuition categories.

IX. APPLICATION FORMS

Tuition Subsidy Application (Appendix II - 5) and Non-Tuition Subsidy Application (Appendix II - 6) shall be completed and submitted to the Chairman of the College Teaching Center Council when applying for funds under this Policy.

X. IMPROVING THE STATUS OF FACULTY AND STAFF DEVELOPMENT

It is recognized that precise and systematic policies and practices governing the conduct of Faculty and Staff Development programs among the community colleges do not exist at this time. Considering the critical significance of the purpose and assumptions of a Faculty and Staff Development program in overcoming pre-service training deficiencies and maintaining its Mission Statement, one continuing objective of the Faculty and Staff Development program will be to encourage the development of a comprehensive policy and budgetary outlay commitment commensurate with developing guidelines within the literature of advocacy and current innovative practices.

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